

Elizabeth C. Buvinger

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EDUCATION

Fall 2008-Summer 2013: University of Michigan, Ann Arbor, Michigan

Doctor of Philosophy, Developmental Psychology

Dissertation: Measuring Internalizing Symptomatology in Children, Adolescents, and Young Adults with Autism Spectrum Disorders

Fall 2006-Summer 2008: University of Michigan, Ann Arbor, Michigan

Master of Science, Developmental Psychology

Fall 2005-2006: James Madison University, Harrisonburg, Virginia

Masters Student in Psychological Sciences

1999-2003: Beloit College, Beloit, Wisconsin

B.A. Summa Cum Laude, 2003

Double major: Psychology with departmental honors and Spanish

Senior Honors Thesis: Intracranial hemorrhage as a Predictor of Nonverbal Learning Disorders in a Sample of Children Born Preterm

Spring 2002: Pontificia Universidad Católica del Ecuador, Quito, Ecuador

Study abroad. Immersed in regular university courses with Ecuadorians. Intensive advanced Spanish courses.

TEACHING EXPERIENCE - INSTRUCTOR

University of Michigan, Ann Arbor, Michigan

Department of Psychology

LEO Lecturer I (2012-2020)

LEO Lecturer II (2020-present)

Instructor/LEO Lecturer I

Psych 111: Introduction to Psychology

- Semesters taught: Winter 2012, Winter 2017, Winter 2018, Fall 2018, and Fall 2019
- Number of students per class (range): 75-300
- Number of GSIs: 4-6
- Topics covered include research ethics and methods, the brain, behavior & genetics, development, sensation & perception, intelligence & testing, social psychology, psychopathology & treatments, amongst others. Students read material from a traditional textbook as well as supplementary texts, empirical articles, and watch films that provide more depth about the topics covered in class.
- The course includes 90-minute lectures and one hour-long discussion section (led by GSIs) each week.

- Weekly 2-hour team meetings are held with GSIs, in which we discuss and troubleshoot any issues that have arisen in the past week, review section lesson plans for the following week, and discuss exams/written assignments. GSIs have varying ranges of experience with teaching and accordingly elicit different levels of mentorship.
- Lecture consists primarily of instructor-led lecture with PowerPoint slides supplemented by relevant video clips and active engagement activities in which students discuss concepts in small groups and then share with the larger class. Questions during lecture are encouraged. Discussion sections consist of mini-lectures to review important or difficult course concepts, engaging activities through which students can apply their knowledge of course material, as well as a place to review in detail requirements for written assignments.
- Grades are based on exams, written assignments, weekly online homework assignments through a learning platform created by the textbook publisher, and attendance/participation during discussion sections.

Psych 401: Autism Spectrum Disorder (ASD) in the Mainstream Media

- Semesters taught: Fall 2017, Fall 2018, Winter 2019, and Fall 2019
- Number of students per class (range): 20-30
- Designed, developed, and taught a new three-credit course for upper level undergraduate students.
- The course includes two 90-minute discussion-based sessions per week.
- Topics covered include current and past diagnostic criteria, history of ASD, gender differences in ASD symptom presentation, genetic etiology, the effects of ASD on relationships, employment, education, services, the presentation/representation of individuals with ASD in a range of media sources (tv shows, movies, documentaries, blogs/vlogs, popular magazines, fiction and non-fiction books, and empirical articles. Discussions also address the major controversies around the connection between vaccines and ASD, fad diets and treatments, and the organization Autism Speaks.
- During the first few weeks of class, mini-lectures are presented to cover important background information about ASD; thereafter, class primarily centers around large group discussion and engaging activities led by small student groups. The course includes a panel of parents to individuals with an ASD diagnosis, as well as a panel of young adults with an ASD diagnosis. Two guest speakers present during the semester on the topics of diagnosis and representation of autism in children's literature.
- Grades are based on attendance and active participation in class discussions, submission of discussion comments for each assigned piece of media, small group discussion facilitation, written assignments, and a group project in which students create and present an original idea for an autism awareness campaign.

Psych 457: Advanced Developmental Research Methods

- Semesters taught: Winter 2016, Fall 2016, and Fall 2017
- Number of students per class (range): 9-14
- Designed, developed, and taught a new three-credit course for upper level undergraduate students.
- The course includes two 90-minute sessions comprised of lecture and active engagement in work on a semester-long group project, several classes of which are held in a computer lab in order to use SPSS.

- Topics covered include research ethics, basic research methods with a deeper look at developmental research methods specifically, and application of previous statistical knowledge to psychology research. A focus is given to learning how to work in groups and collaborate on research, which is put into practice with a semester-long group research project using survey methodology with adult samples, with multiple drafts and opportunities for peer review. Course meets requirements for Upper Level Writing.
- Grades are based on attendance and participation during lecture, completion of PEERRS modules and plagiarism exercises, short quizzes, individual written assignments, and a large group project in which the team of three to four students design a research project and carry it out from start (literature review and hypotheses) to finish (full APA-style manuscript and poster presentation), using their own Qualtrics surveys and SPSS to collect data and analyze it.

Psych 351: Advanced Lab in Developmental Psychology

- Semesters taught: Winter 2018 and Winter 2019
- Number of students per class: 32
- Number of GSIs: 2-3
- This course includes two 90-minute sessions per week. The first session is primarily instructor-led lecture using PowerPoint slides and relevant videos, with occasional active engagement small group activities. The second session is GSI-led and consists of mini-lectures reinforcing lecture material, frequent active engagement in small group work, ample opportunity for peer review of written assignments, and support relating to building research methods skills (e.g., creating hypotheses, ensuring sound methods, and completing data analysis using SPSS).
- Course provides students with hands-on training in the skills necessary for designing, conducting, evaluating, and communicating research on human development, by collecting observational data at UMCC Towsley Children's House, analyzing data previously collected at Burns Park Elementary, and writing a grant proposal based on original ideas. Course meets requirements for Upper Level Writing.
- Weekly 2-hour team meetings are held with GSIs, in which we discuss and troubleshoot any issues that have arisen in the past week, review section lesson plans for the following week, and discuss exams/written assignments. GSIs have varying ranges of experience with teaching and accordingly elicit different levels of mentorship.
- Grades are based on three short quizzes, completion of PEERRS modules and a plagiarism activity, an article critique, one oral group presentation, and three written research papers/reports (30-40 pages total).

Psych 250: Introduction to Developmental Psychology

- Semesters taught: Summer 2012 and Spring 2018
- Number of students per class (range): 25-43
- Course includes four two-hour sessions per week consisting of lecture and small group activities, allowing time for group work.
- Topics covered include trajectory of cognitive, social, emotional, and physical development of individuals throughout their lifespans. Students expected to identify the strengths and limitations associated with theories of human growth and development. In addition to learning about typical development from conception through death, the course explores developmental disabilities/atypical development, cultural variations in development, and the role of other variables which influence the human experience across the lifespan.

- Grades are based on unit quizzes, three short assignments, one longer written assignment, a group project and presentation, and class participation.

Psych 303: Introduction to Research Methods in Psychology

- Semester taught: Summer 2015
- Number of students per class: 26
- Topics covered include basic scientific assumptions and psychological methods, as well as how to plan, conduct, interpret, and report research using the style of the American Psychological Association. Course meets requirements for Upper Level Writing.
- Written assignment/project topics include a critique of an empirical article; evaluation of a popular media article; writing a brief introduction, methods, and results section from a provided dataset, demonstrating mastery of SPSS; creating, piloting, and evaluating an original questionnaire with an adult sample; and finally, to plan, conduct, analyze, and critique on original (unobtrusive) observational study.
- Grades are based on attendance and participation, two multiple choice exams, and five written assignments, three of which require drafts and peer review.

OTHER PROFESSIONAL EXPERINCE

University of Michigan, Ann Arbor, Michigan

Department of Psychology

2016-present

Research mentor for independent study projects

Titles of Projects

Investigating Long-term Cognitive Effects of Cannabis on Young Adults

The Trials of Adolescent Girls with ASD

Food Selectivity Among Children with ASD

Dental Anxiety in Special Populations

Athlete Mental Health: A Survey of Coaches' Knowledge, Attitudes, and Needs

Tools for Coaches: Improving Team Culture and Mental Health in High School Athletics

Gender Differences in ASD: Phenotypic Differences and Their Implications

University of Michigan, Ann Arbor, Michigan

Department of Psychology

2008-2012

Graduate Student Instructor

Led discussion sections for a number of undergraduate psychology courses, including: Introduction to Psychology, Introduction to Developmental Psychology, Introduction to Research Methods in Psychology, and Advanced Research Methods in Developmental Psychology. Additional responsibilities included grading assignments, holding office hours, and maintaining grade books for faculty instructors.

Department of Pediatric Endocrinology

Center for Human Growth and Development

Advisors: Julie Lumeng, M.D, Alison Miller, Ph.D, Delia Vazquez, M.D

2015-2017

Postdoctoral Research Fellow on T-32 training grant

Trainee on T-32 training grant through the department of Pediatric Endocrinology. Research mentors in both departments. Research focused on perinatal factors associated with obesity and metabolic outcomes in toddlers and young children.

Center for Human Growth and Development

Advisor: Julie Lumeng, M.D.

2013-2015

Postdoctoral Research Fellow

Project coordinator of the ABC Baby grant investigating predictors of childhood obesity in infants aged six weeks to 12 months. Assist in data collection for the Healthy Families study.

James Madison University, Harrisonburg, Virginia

Alvin V. Baird Attention and Learning Disabilities Center

Supervisors: Zewelangi Serpell, Ph.D. and Steven Evans, Ph.D.

2003-2005

Research Associate

Trained and directed undergraduate research assistants who conducted child and parent assessments, as well as collected, scored, and entered data. Coordinated assessment organization and scheduling for our current study funded by the Virginia Tobacco Settlement Foundation, examining the influence of effective school-based psychosocial intervention programs combined with best-practice medication treatment on social, academic, and smoking outcomes among adolescents with Attention Deficit/Hyperactivity Disorder. Acted as web administrator for a secure website associated with the aforementioned study. Managed multiple databases and analyzed data for supervisors and graduate students pertaining to current manuscripts, presentations, and publications.

Beloit College, Beloit, Wisconsin

Department of Psychology

2002-2003

Research Assistant

Assisted Suzanne Cox, Ph.D. with a study on long-term effects of preterm birth on social and emotional development of children. Coded videos of 10 year olds and their parents on the Scale of Intergenerational Relationship Quality. Performed data entry and statistical analysis. Prepared reports of results for investigations on development of children born preterm. Additional special project included investigation of brain insult at birth on the prevalence of symptoms of nonverbal learning disabilities. Collected parent data on a nonverbal learning disabilities scale by phone, and presented results at regional and international conferences.

2000-2003

Office Assistant

Worked in psychology department completing general office duties: data entry, photo-copying, filing, research for psychology faculty when needed.

VOLUNTEER EXPERIENCE

2014-present

Patient and Family Centered Care Volunteer Advisor at Michigan Medicine, Mott Children's Hospital

2000-2002

English tutor for Spanish speaking children and adults in both the United States and Ecuador. Goals of students ranged from basic homework to preparing for selective high school entrance exams to studying for the GED.

2000-2001

Mentor at Beloit Inner City Council Education Program. Aided expelled or suspended middle school students to reach their academic and personal goals.

1999-2003

Tutor at Beloit College Outreach Center. Basic educational tutoring for elementary and middle school students who needed extra help with homework and basic math, science, and language arts skills.

1998

Volunteer with Amigos de las Americas. Lived with local family in remote Costa Rican community for two months while giving educational talks on general health practices, providing basic English lessons for children and adults, as well as leading a community-wide reforestation project.

CONTINUING EDUCATION

Center for Research on Learning and Teaching courses (2010 – present)

- Designing Your Own Course
- Teaching International Students
- Enriching Student Scholarship: Improving Research Assignments and the Sources Students Cite
- Enriching Scholarship Conference 2019

In-house Psychology Teaching Workshop (led by CRLT staff)

- Facilitating Psychology Seminar Courses (2019)
- Engaging Students in Large Courses (2018)

Midterm Student Feedback Session with CRLT for Psych 111 (Winter 2017)

- Requested observation and consultation with CRLT staff for Introduction to Psychology course
- Integrated suggestions for modifications into the course structure and syllabus

Developmental Science Teaching Institute held by the Society for Research on Child Development (2009)

PUBLICATIONS AND PRESENTATIONS

Book Chapters

Buvinger, E.C., Evans, S.W., & Forness, S.R. (2007). Issues in evidence-based practice in special education for children with emotional or behavioral disorders. In S.W. Evans, M.D. Weist, & Z.N. Serpell (Eds.), *Advances in School Based Mental Health Intervention – Volume. 2* (pp. 19-1—19-19). Kingston, NJ: Civic Research Institute.

Journal Articles

Barron, K.E., Evans, S.W., Baranik, L.E., Serpell, Z.N., & Buvinger, E. (2006). Achievement goals of students with ADHD. *Learning Disability Quarterly, 29*(3), 137-158.

Buvinger, E., Rosenblum, K., Miller, A. L., Kaciroti, N., & Lumeng, J.C. (2017). Observed infant food cue responsivity: Associations with maternal report of infant eating behavior, breastfeeding, and infant weight gain. *Appetite, 112*, 219-226. doi: 10.1016/j.appet.2017.02.002

Evans, S.W., Langberg, J., Raggi, V., Allen, J., & Buvinger, E.C. (2005). Development of a school-based treatment program for middle school youth with ADHD. *Journal of Attention Disorders, 9*(1), 343-353.

Maslowsky, J., Buvinger, E., Keating, D.P., Steinberg, L., & Cauffman, E. (2011). Cost-benefit analysis mediation of the relationship between sensation seeking and risk behavior. *Personality and Individual Differences, 51*(7), 802-806.

Poster Presentations and Symposia

Brown, R.C., Evans, S.W., Moore, S.A., Buvinger, E.C., Mase, C.E., & Tull, R.(2004, July). *Moderators and mediators of outcomes for adolescents with ADHD*. Poster presented at annual meeting of the American Psychological Association, Honolulu, HI.

Buvinger, E.C. (2003, April). *The socio-emotional development of children born preterm*. Symposium presented at 27th Annual Student Symposium Day, Beloit College, Beloit, WI.

Buvinger, E.C., Cox, S.M., Hans, S.L. (2004, April). *Intracranial hemorrhage as a predictor of nonverbal learning disabilities in a sample of children born preterm*. Poster presented at the Psi Chi session of the Annual Conference of the Midwest Psychological Association, Chicago, IL.

Buvinger, E.C., Cox, S.M., Hans, S.L. (2004, May). *Predicting nonverbal learning disabilities in a sample of children born preterm*. Poster presented at the Biennial International Conference on Infant Studies, Chicago, IL.

Buvinger, E.C., Gotham, K., Risi, S., Qiu, S., Cook, E.H., & Lord, C. (May, 2007). *Replicability of diagnostic approaches to Asperger syndrome*. Poster presented at the International Meeting for Autism Research, Seattle, WA.

- Cox, S.M., Hans, S.L., Buvinger, E.C. (2004, May). *Social and emotional sequelae of children born preterm: Neonatal risk status and infant-mother attachment*. Poster presented at the Biennial International Conference on Infant Studies, Chicago, IL.
- Evans, S.W., Timmins, B., Serpell, Z., Buvinger, E., & Masse, C. (2005, August). *Story comprehension and social functioning in adolescents with ADHD*. Poster presented at the annual meeting of the American Psychological Association, Washington D.C.
- Grove, A.B., Tayman, T.R., Serpell, Z.N., Buvinger, E.C., Schultz, B.K., & Evans, S.W. (2004, March). *The development of a computer-based questionnaire to assess youth tobacco and other drug use*. Poster presented at annual meeting of Virginia Forum on Youth Tobacco Use: From Research to Practice, Richmond, VA.
- Serpell, Z. N., Evans, S.W., Buvinger, E.C. & Masse, C.E. (2004, July). *Impairment, mood problems and sleep difficulties in adolescents with ADHD*. Poster presented at annual meeting of the American Psychological Association, Honolulu, HI.
- Wilde, B., Evans, S.W., Serpell, Z.N., Moore, S., White, C., & Buvinger, L. (2005, November). *Behaviors leading to social acceptance and rejection in young adolescents with ADHD: Implications for social skills interventions*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Washington D.C.

HONORS

- Rackham Travel Grant (2011)
Phi Beta Kappa (2003)
Guy Allan Tawney Award for outstanding senior student in psychology (2003)
Walter Van Dyke Bingham Fellowship Scholarship in Psychology (2002)
Psi Chi, Beloit College Chapter (2001)
Phi Sigma Iota (2001)
Heather Elizabeth Lutton Spanish Award (2001)
Beloit College Presidential Scholarship (1999-2003)
Best Buy Community Service Scholarship (1999)